

OHIO UNIVERSITY BULLETIN

Vol. XXXI

June, 1934

No. 4

EXTENSION DIVISION

CORRESPONDENCE STUDY
COURSES

1934—1935

Published by the University at Athens, Ohio,
and Issued Quarterly

Entered at the Post Office at Athens, Ohio,
as Second Class Matter

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OHIO UNIVERSITY

(Founded 1804)

ATHENS, OHIO

ANNOUNCEMENT OF COURSES

FOR

CORRESPONDENCE STUDY

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THE UNIVERSITY CALENDAR

1934-1935

First Semester, 1934

Sept. 17, Mon.	Registration begins at 8:00 A. M. Convocation for new students, 9:00 A. M., Memorial Auditorium.
Sept. 18, Tues.	Registration of new students begins at 10:00 A. M.
Sept. 19, Wed.	Registration of students continued. Classes begin, 8:00 A. M. The Wednesday schedule will be followed. Convocation, 9:40 A. M.
Nov. 16, Fri.	Mid-semester reports on delinquent students.
Nov. 28 to Dec. 3	Thanksgiving recess from Wednesday noon to Monday, 8:00 A. M.
Dec. 21, Fri.	Holiday recess begins at noon.

1935

Jan. 7, Mon.	Classes resumed, 8:00 A. M.
Feb. 1, Fri.	First semester closes.

Second Semester, 1935

Feb. 4, Mon.	Registration.
Feb. 5, Tues.	Registration continued.
Feb. 6, Wed.	Classes begin, 8:00 A. M.
Feb. 18, Mon.	Founders' Day.
April 5, Fri.	Mid-semester reports on delinquent students.
April 19 to April 23	Easter recess from Friday noon to Tuesday, 8:00 A. M.
May 17, Fri.	Senior Day.
May 22, Wed.	Award Day.
May 30, Thurs.	Memorial Day: a holiday.
June 1, Sat.	Alumni Day.
June 2, Sun.	Baccalaureate Service.
June 3, Mon.	June Commencement.

SUMMER SESSIONS, 1935

Regular Summer Session

June 10, Mon.	Registration of students.
June 11, Tues.	Classes begin, 7:00 A. M.
July 4, Wed.	Independence Day: a holiday.
Aug. 2, Fri.	August Commencement.

Post Summer Session

July 20, Sat.	Notify Office of Registrar of intention to attend Post Summer Session.
July 26, Fri.	Students in Regular Summer Session complete registration for Post Summer Session.
Aug. 3, Sat.	Final date for registration in Post Summer Session.
Aug. 5, Mon.	Classes begin.
Aug. 23, Fri.	Session closes.

OHIO UNIVERSITY CORRESPONDENCE STUDY

Elmer Burritt Bryan LL. D., L. H. D. President
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Leona Hughes, B. S. in Ed. Secretary to the Director

Faculty

Genevieve Apgar, A. M. Professor of English
Edith E. Beechel, Ph. D. Professor of Education
Ossian C. Bird, M. Ed. Director of Athletics and Professor
of Physical Education and Health
Clyde E. Cooper, Ph. D. Professor of Geography and Geology
William F. Copeland, Ph. D. Professor of Agriculture
Walter S. Gamertsfelder, Ph. D. Professor of Philosophy and Ethics
Willis L. Gard, Ph. D. Professor of Education
Albert C. Gubitz, A. M. Professor of Economics
Einar A. Hansen, Ph. D. Director of the Rufus Putnam School and
Professor of Elementary Education
Victor D. Hill, A. B. Professor of Classical Languages
Thomas N. Hoover, M. Ph., A. M. Professor of History
Frederick H. Krecker, Ph. D. Professor of Biology
Clinton N. Mackinnon, A. M. Professor of English
William A. Matheny, Ph. D. Professor of Civic Biology and Botany
Thomas C. McCracken, Ph. D. Dean of the College of Education
and Professor of Education
George E. McLaughlin, B. S. in Ed. Professor of Industrial Education
Robert L. Morton, Ph. D. Professor of Mathematics
James P. Porter, Ph. D., Sc. D. Professor of Psychology
Edwin B. Smith, Ph. D. Professor of History and Political Science
A. T. Volwiler, Ph. D. Professor of History
Irma E. Voigt, Ph. D. Dean of Women
Amos C. Anderson, Ph. D. Associate Professor of Psychology
Jane K. Atwood, M. S. Associate Professor of Geography
Ralph F. Beckert, A. M. Associate Professor of Commerce
Harry E. Benz, Ph. D. Associate Professor of Mathematics
Albert W. Boetticher, M. S. Associate Professor of Civic Biology and Botany
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Edward C. Class, Ph. D. Associate Professor of Education
Richard A. Foster, Ph. D. Associate Professor of English
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Sarah Hatcher, A. M. Associate Professor of Physical Education

Joseph B. Heidler, Ph. D.	Associate Professor of English
Horace T. Houf, L. H. D.	Associate Professor of Philosophy
Curtis W. Janssen	Associate Professor of Music
Henry J. Jeddeloh, A. M.	Associate Professor of Sociology
Evan J. Jones, Jr., A. M.	Associate Professor of History
Mary E. Kahler, A. M.	Associate Professor of English
Raymer McQuiston, A. M.	Associate Professor of English
Olin D. Morrison, A. M.	Associate Professor of History
Roy H. Paynter, M. B. A.	Associate Professor of Marketing
Harry H. Peckham, A. M.	Associate Professor of English
Frank W. Reed, Ph. D.	Associate Professor of Mathematics
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George W. Clark, B. S. in C. E.	Assistant Professor of Civil Engineering
Donald R. Clippinger, M. S.	Assistant Professor of Chemistry
John R. Gentry, Ed. M.	Assistant Professor of Psychology
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Carl O. Hanson, A. M.	Assistant Professor of Banking and Finance
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Edwin T. Hellebrandt, Ph. D.	Assistant Professor of Economics
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Allen R. Kresge	Assistant Professor of Organ and Harmony
R. H. Marquis, Ph. D.	Assistant Professor of Mathematics
Mariam S. Morse, A. M.	Assistant Professor of Home Economics
James R. Patrick, Ph. D.	Assistant Professor of Psychology
Frank J. Roos, Jr., Ph. B.	Assistant Professor of Art
George W. Starcher, Ph. D.	Assistant Professor of Mathematics
E. A. Taylor, Ph. D.	Assistant Professor of Sociology
Neil D. Thomas, B. S.	Assistant Professor of Civil Engineering
Joseph P. Trepp, A. M.	Assistant Professor of Physical Education
Mary K. Brokaw, A. M.	Instructor in Classical Languages
Helen I. Engels, A. M.	Instructor in Secretarial Studies
Charlotte E. LaTourrette, A. M.	Instructor in Physical Education
Eugen H. Mueller, A. M.	Instructor in German
Philip L. Peterson, B. M. E.	Instructor in Voice and Solfeggio
Arthur H. Rhoads, A. M.	Instructor in Physical Education

GENERAL INFORMATION

CORRESPONDENCE STUDY

The function of correspondence study is to make the offerings of the University available to those persons who must devote a large part of their time to other duties. Teaching by correspondence thus has become a part of the educational system of the University and of the State.

Many of the foremost American universities have recognized this plan of extending their work. Non-commercial institutions in forty states and the District of Columbia have demonstrated the fact that many courses can be taught successfully by correspondence. Some of the advantages of residence study are lacking, but correspondence study has compensating advantages. It develops and encourages self-reliance, initiative, and perseverance. The teaching is individual and personal. Each student prepares and recites all of every lesson.

Recent years have shown that some of the best students of the University welcome the opportunity offered by correspondence study. It is now possible to meet a large part of the requirement for a diploma or for the Bachelor's degree by adding to residence work done in the Summer Session, that earned by correspondence study.

THE COURSES OFFERED

All courses are of undergraduate University rank. The University offers no preparatory or high school courses. Neither is credit earned by correspondence applicable to graduate work.

The courses are as nearly identical with residence courses as the nature of the work will admit. They bear the same catalog numbers and are taught by the instructor who does the teaching at the University.

A UNIT COURSE

Each course represents a definite amount of work. The number of lessons into which it is divided will depend somewhat upon the nature of the work.

Ordinarily a two-hour course will consist of twenty-four lessons or study units; a three-hour course, thirty-six lessons or study units; in other words twelve study units will be presented for one semester hour of credit.

Each lesson consists of full directions for study, assistance, suggestions, and test questions on the student's method of work and mastery of the subject. Approximately four hours will be required by the average student to complete one lesson.

ADMISSION

Only graduates of a first grade high school or the equivalent are admitted to correspondence study courses. If the student has never been registered in Ohio University, he should see that his high school credentials are forwarded to the Extension Division by the time his application for the course is received. The Director of this division will present the case to the entrance board.

Students twenty-one years of age or over, who have not met the required high school credit for entrance, may be admitted to the correspondence courses as unclassified students, provided they show aptitude to carry the work. Such a student is not a candidate for graduation until the deficiency in high school work has been made up.

PROCEDURE

The student who wishes to undertake correspondence study should forward to the Extension Division, Ohio University, Athens, Ohio, a formal application for each course desired with the appropriate fee. Application blanks will be furnished on request. Since the instruction is individual, registration may be made at any time and the student may proceed with the course as rapidly as his spare time will permit provided the prepared lessons show care and excellence.

Upon receipt of the application and fee, the first study units will be sent with complete instructions for study and directions for returning written lessons. The lesson papers will be returned to the students with corrections and suggestions. It is the aim of the University to keep in close touch with the progress of each student and to give adequate guidance at all times.

EXAMINATIONS AND CREDIT

To secure credit, the student must pass a final examination within one month after the final study unit in the course has been returned to him. Students of Athens county and others within a reasonable distance of the University may be required to come to the University for examination. A representative of the University will supervise the examination of all others. The representative may be a school superintendent or high school principal in the community where the student lives. In many cases the student will be asked to suggest such a representative and to secure his promise to conduct the examination. No fee is paid by the University to the examiner. He will ordinarily give such service for the benefit of the student.

THE AMOUNT OF WORK

A maximum of 18 semester hours of extension work including both group extension work and correspondence study is allowed toward a two-year diploma and 40 semester hours in like manner toward a four-year degree. The student may finish courses as rapidly as is consistent with good work but those who are employed on full-time will be limited to a maximum of 8 hours during any academic year. Others may complete not to exceed 10 semester hours in one year. Only such courses as are listed as requirements or electives in any general course, will be credited toward graduation.

Ohio University gives no diploma or degree for work done wholly *in absentia*.

WHEN TO BEGIN

A student may begin a course for which he is prepared at any time. He is expected to complete it within nine months after the date of his registration. His reports must be distributed somewhat evenly over the period which he gives to the course. In case a student does not complete a course within nine months, a three months' extension may be secured upon the presentation of a good excuse to the Extension Division and the payment of a fee of \$3.00.

When a student does not report either by lesson or by letter within a period of 90 days, he thereby forfeits his right to further instruction in the course. Under this condition his fee cannot be refunded. A student is not permitted to carry correspondence work while in residence, either at Ohio University or elsewhere.

FEES

The fee for correspondence study is \$6.00 a semester hour. A two-hour course, therefore, costs \$12.00; a three-hour course, \$18.00. All fees are payable in advance. In addition to the registration fee of \$6.00 per semester hour the student must forward with his application postage at the rate of 50 cents for each semester hour of the course. In no case will the entire fee be refunded and after the student has reported on three study units, no part of the fee will be refunded. Before three units have been reported upon, a transfer from one course to another may be allowed, but no refund can be granted except for worthy cause.

Books and stationery may be ordered from Logan's Book Store, Athens, Ohio, or the books may be obtained from the publishers.

ANNOUNCEMENT

In 1931, Ohio University was admitted to membership in the National University Extension Association. This association is made up of about fifty of the recognized colleges and universities in the whole country that maintain departments of University Extension. The various universities and colleges are admitted after thorough inspection of the extension work. Students of Ohio University are thus assured that all work satisfactorily done in extension classes or correspondence study will be accredited among members of the Association.

OTHER ACTIVITIES

Besides correspondence study the Extension Division directs other forms of activities—namely, group extension teaching, evening and Saturday classes at the University, and aid to clubs in formulating and carrying out attractive worthwhile programs.

In the first, any community in which twenty or more persons agree upon a course which they desire to study, will be supplied with an instructor from the University faculty, who will meet the class once a week. A limited amount of credit toward graduation may be earned in this manner or the class may be organized for cultural advancement only.

Evening and Saturday classes were offered for the first time in the first semester of 1931-32. Conditions for admission are the same as for entrance into the regular classes of the University. Students are limited to twelve hours of work for the academic year or six hours a semester. Credit earned is recorded as residence work. A class will be formed for ten or more students.

The Division is prepared to furnish communities with outlines for club programs, together with references and syllabi that will make it possible for a group of interested persons to carry the program into effect. If desired the members of the University faculty who compile the material for such outlines may be secured for one or more addresses in connection with the year's program. The cost is moderate.

Persons interested in any of the work of the Extension Division should write to the Director for a special bulletin or other information.

COURSES OF STUDY

The following courses are offered to meet the needs of students in both colleges—the College of Arts and Sciences and the College of Education. Course numbers in 100 and 300 denote subjects in the College of Arts and Sciences. Courses in 100 are open to Freshmen. Course numbers in 200 and 400 denote subjects in the College of Education; those in 200 are primarily for Freshmen and Sophomores; those in 400, for Juniors and Seniors.

Many courses in one college will be accepted toward graduation in the other college. They are always accepted when there is no corresponding department in the other college, provided the required studies will allow their selection.

AGRICULTURE

201c. Methods in General Agriculture. This course is divided into six parts; Plant Propagation, Soils, Crop Production, Farm Enemies, Animal Husbandry, and Rural Economics. The main purpose of the course is to enable teachers to present the farm problems in such a way as to enable pupils to decide for themselves whether farming appeals to them as a desirable vocation. Use will be made of the common animals and plants found in every community. Credit, three hours. Copeland.

207c. Forestry. This course aims to acquaint the student with ways of tree and shrub identification. Each student will be required to make a collection of leaves, fruits, and twigs. As far as possible a study will be made of seasonal differences. Credit, 2 hours. Copeland.

208c. Forestry. A continuation of course 207. Including a study of vernalization, periods of blooming and seed germination. Credit, 2 hours. Copeland.

415. Evolution and Heredity. The aim of this course is to consider the prominent theories of organic evolution and heredity. This course is open to students of junior or senior rank and presupposes a knowledge of botany and zoology. Required of all candidates for a degree in the College of Education. Credit, 3 hours. Copeland.

416c. Evolution and Heredity. A continuation of course 415. Credit, 3 hours. Copeland.

ART

105c. Introduction to Art. This course, which is designed to foster an intelligent appreciation of the arts of painting and sculpture is planned for the benefit of the teacher who has not specialized in art, but who is required to teach it in a limited way, as well as for the person who wishes it for its cultural value. The appreciation of the student is developed through a study of the principles of composition, through an analysis of the works of

the old and modern masters, and through a critical study of the aims and achievements of schools and movements in the major branches of the Fine Arts. Credit, 2 hours. Roos.

BIOLOGY

105c. Readings in Biology. This course is offered for students who may be interested in advances in biological fact and thought presented in a non-technical and yet authoritative manner, especially as these apply to the broad field of human affairs. The subject matter is presented through the reading of selected books and magazine articles. Not a course for beginners. Open to mature students only. Credit, 1 hour. Krecker.

301c. Principles of Heredity. A consideration of heredity in which the inheritance of human characters will receive particular attention. The course is introduced by a study of the mechanism of heredity followed by a consideration of the inheritance of anatomical features, functional defects, mental traits, racial characteristics. Presupposes an introductory course in biology. Credit, 3 hours. Krecker.

309c. Sanitation. A study of environment in its relation to human welfare. Subjects considered are: air, food, water, and milk as vehicles of infection; water purification and sewage disposal; camp and rural sanitation; swimming pool sanitation. These subjects are considered as sources of communicable diseases, attention being given to the mode of transmission and to methods of instituting proper means of control in each case. Designed for physical education students. Credit, 3 hours. Frey.

***345c. General Bacteriology.** Well adapted to the needs of the general student or to the teacher of hygiene or general science. The course takes up the history of bacteriology, the nature of micro-organisms and their activities, attempting at all times to bring out the relation of the subject of hygiene and the basic relations of bacteria to disease. Credit, 3 hours. Frey.

BOTANY

(See Civie Biology and Botany)

CHEMISTRY

103c. General Chemistry. A fundamental course in college chemistry designed for those who wish to major in Chemistry or to begin a pre-medical course. Credit, 3 hours. Clippinger.

103Lc. General Chemistry Laboratory. For those who have a laboratory available an additional hour of credit in connection with 103c may be obtained. Credit, 1 hour. Clippinger.

104c. General Chemistry. This course is a continuation of Chemistry 103, and comprises the second semester's work in General Chemistry. Credit, 3 hours. Clippinger.

104Lc. General Chemistry Laboratory. For those who have a laboratory available, an additional hour of credit in connection with 104c may be obtained. Credit, 1 hour. Clippinger.

*This course will be accepted as prerequisite for advanced work or as fulfilling the requirements of a major provided laboratory work is done at the University.

315c. Organic Chemistry. This is a short course in the fundamentals of organic chemistry, intended to furnish a background for those studying in chemistry and allied fields. The work is especially well adapted for biology and home economics majors. Credit, 3 hours. Clipperger.

CIVIC BIOLOGY AND BOTANY

203c. Botany. An introductory course. Attention will be given to field work with the identification of plants and a close study of their economic value. The collecting and mounting of specimens will be required. Credit, 3 hours. Boetticher.

204c. Botany. A continuation of course 203. Three hours. Boetticher.

205c. Civic Biology. A course adapted to the needs of those teaching the subject. The following topics will be dealt with: (1) insect life of autumn with emphasis on aspects of economic importance; (2) spiders, mites, and ticks; (3) mammal problems with emphasis on rodents; (4) animal parasites; (5) fungi and bacteria; (6) mollusks. The collecting and identifying of specimens will be required as well as some dissecting. Charts and specimens will be loaned. Credit, 3 hours. Matheny.

206c. Civic Biology. A continuation of course 205. The topics for study will be: (1) birds; (2) reptiles; (3) water life. Credit, 3 hours. Matheny.

411c. General Science. A course arranged to be helpful to teachers or prospective teachers of the subject. Purposeful emphasis is given to many participating experiences in our contacts of the day rather than to the passive contemplation of facts, remote or of little worth. The hopeful end sought is to foster the spirit of exactitude and constructive inquiry, making both spontaneous and permanent in the habits of thought so fundamental to rational deeds.

In addition to the regular text assignments many pertinent exercises and experiments involving simple materials and apparatus, easily obtained or improvised, are included. Science reference books and materials will be loaned to students in the work. Credit, 3 hours. Matheny.

412c. General Science. A continuation of course 411. Credit, 3 hours. Matheny.

CIVIL ENGINEERING

101c. Mechanical Drawing. No previous knowledge of Mechanical Drawing is presupposed. Much attention is paid to lettering. The drawing work consists of exercises in the use of the instruments, geometric constructions, orthographic projections, auxiliary views, revolution, sectional views, and dimensioning. The above exercises are made in pencil and then inked.

An outfit for Mechanical Drawing may be secured through Logan's Book Store, Athens, Ohio, for from \$10.00 to \$30.00. However, any standard make of instruments may be used, provided they fulfill the requirements as set forth in the text. Credit, 2 hours. Thomas.

102c. Mechanical Drawing. A continuation of course 101, in which the helix, bolts and screws, isometric and oblique drawings, working, detail and assembly drawings of standard machine parts are made and dimensioned. Floor plans and elevations of a house are prepared to acquaint the student with the reading of drawings. Tracing and blue prints of these plans are

prepared by the student. The same instruments as were used in course 101 are used in 102. Credit, 2 hours. Thomas.

303c. Mechanical Drawing. An advanced course in drawing which deals with conventional representation, machine details, jigs and fixtures, gears and the various types of cams. It is offered primarily to Electrical Engineering students, but is suited to other students with mechanical inclination, who may anticipate work in a machine shop or teach Industrial Education. Prerequisite, course 102. Credit, 2 hours. Clark.

305c. Mechanical Drawing. A course intended for industrial education majors in which some previous training in mechanical drawing is required. The course deals primarily with the making of working drawings of projects that are suitable for use in the woodworking shop. Working drawings, sections, detail drawings, tracings and blue prints of the different projects are prepared by the student. Prerequisite, Mechanical Drawing 102. Credit, 2 hours. Thomas.

306c. Perspective Drawing. This course is not only of obvious necessity to engineers and architects, but is adapted to those with a foundation of drawing who desire a knowledge of the proper representation of objects as they appear to the eye. A practical study is made of parallel and oblique perspective including shadows on objects and planes. Prerequisite, four hours credit in Mechanical Drawing. Credit, 1 hour. Clark.

COMMERCE

161c. Stenography. The purpose of this course is to introduce the theory of Gregg Shorthand and to give the student a working knowledge of the basic fundamentals of the system. Attention will be devoted to the building of good writing habits leading to skill in the taking of dictation, to a thorough understanding of the elementary principles, to a knowledge of the brief forms of the system, and to developing a skill in the reading of shorthand notes. Credit, 3 hours. Engels.

162c. Stenography. A continuation of course 161, open to those who are able to pass satisfactorily a test based on the first six chapters of the Gregg Manual, Anniversary Edition. A skill in the use of the typewriter is presupposed.

A study of the theory of Gregg Shorthand is continued with attention focused upon the use of the various abbreviating principles and to the building of a ready vocabulary based on the five thousand most common words of the English language. An attempt will be made to build up a writing speed and to develop some skill in transcribing. The student will be expected to pass a complete theory test and to transcribe shorthand acceptably. Credit, 3 hours. Engels.

301c. Accounting. Fundamental accounting principles are presented in this course. Accounting theory is developed in a logical manner beginning with the proprietorship equation, the use and function of accounts, and the making and interpreting of business statements. This course is required in the A. B. in Commerce course. Credit, 3 hours. Beckert.

302c. Accounting. This course is open to students who have a grade of C, or higher in Accounting 301. It is required of students who are pursuing the A. B., in Commerce Course. It is a further development of the theory of

the subject. Practical problems illustrating the text book are assigned for solution. Credit, 3 hours. Beckert.

303c. Accounting. This course is open to students who have completed Course 302c or its equivalent, a year of elementary accounting. The course is designed to give practice in solving accounting problems, involving more points of difficulty than are encountered in solving the problems presented in the sophomore course. It is a further preparation for the more difficult problems presented in the senior course in C. P. A. Practice and Problems. Credit, 3 hours. Beckert.

304c. Accounting. This course is open to students who have completed course 303c or its equivalent. The course is designed to give practice in solving accounting problems, involving more points of difficulty than is encountered in solving the problems presented in the earlier courses. It is a further preparation for the more difficult problems presented in the senior course in C. P. A. Practice and Problems. Credit, 3 hours. Beckert.

312c. Survey of Accounting. This course is offered to non-commerce students in order that they may obtain a knowledge of general principles of the subject in a minimum of time. There is less writing and more theory than in Accounting 301. The course deals with fundamentals.

Accounting is considered as one of the essential requirements for all persons living in an economic world. Appreciation of records, record keeping, analysis and interpretation of the statements of business, the Profit and Loss Statement and the Balance Sheet, costs, income, notes, bonds, interest, discount, depreciation, are some of the topics for study. The technical and vocational aspects of accounting will not receive major attention, thus eliminating the necessity for much problem work. The cultural aspects of accounting for the business of living will be prime considerations. A keener insight into business and business problems should result. Accounting principles are encountered in courses in economic theory and in practical economic problems. Mastery of these principles is essential for a better understanding of such problems. Credit, 2 hours. Beckert.

338c. Investment Theory. This course will give opportunity for a general study of the various types of stocks and bonds and their value as investment material. The recognized principles of safe investments will be presented. Only mature students should undertake this work. Credit, 2 hours. Hansen.

346c. Marketing Principles. This course will be devoted to a study of the principles, methods, and policies of marketing agricultural and manufactured products. A knowledge of elementary economics is desirable as a background for the course. Credit, 3 hours. Paynter.

392. Business Letter Writing. This course is concerned with the various letters used in business—the letter of application, recommendation, order, contract, inquiry, sales, adjustment, credit, collection, good will, and information. It deals with the psychology, mechanics, and technique of effective written expression. Credit, 2 hours. Reynolds.

397c. The Teaching of Commercial Subjects. The course is planned to acquaint the student with the objectives of business education in secondary schools and with the various subjects which may be used for the development of these objectives. Each student will prepare a complete course of study for a

commercial subject of his choice. This will include the statement of aims, the selection of subject matter, the organization of subject matter into teaching units, the development of a bibliography. Credit, 2 hours. Reynolds.

398c. The Teaching of Bookkeeping. This course is intended for teachers or prospective teachers of bookkeeping in junior and senior high schools. Consideration will be given to the objectives in bookkeeping courses; the place of such courses in the junior and senior high school; the amount of time to be devoted to the subject. Methods of conducting recitations, grading, keeping records, examinations, and standards will be considered. There will be discussions of the various methods of approach together with emphasis on such topics as are usually found difficult to present to students in bookkeeping. The use of business papers will be discussed. Opportunity will be given to become familiar with existing textbooks, particularly those intended for first year work. Prerequisite, six hours of accounting. Credit, 2 hours. Beckert.

DRAMATIC ART

(See Speech and Dramatic Art)

ECONOMICS

301c. Principles of Economics. The purpose of this course is to provide an introduction to economics for university students and the general reader. The course will emphasize the following theoretical material: production, consumption, distribution, and experiments. Credit, 3 hours. Gubitz.

302c. Principles of Economics II, or Economic Problems. An effort will be made to present the chief economic problems; that is, money and banking, business cycle, credit, international economic relations, government and taxation and economic control. Course 301, Principles of Economics, is a prerequisite. Credit, 3 hours. Gubitz.

306c. Labor Relations. A general survey of the forces that give rise to modern labor problems. The course is given from the standpoint of a citizen and a student interested in the main phases of the modern labor problem—individual and collective bargaining, wages, hours, employment, safety and health, social insurance, administrative and labor legislation. It endeavors to sketch the background of the various labor problems, indicating the nature and extent of each and describe what legislative remedies have been thus far applied. Credit, 3 hours. Gubitz.

308c. Public Utilities. A general survey will be made of the economic basis of public utility enterprise. The course will include a brief consideration of the historical development of the different utility industries, together with an analytical study of the agencies which develop to regulate them. Other topics include a study of the administration of public utilities under regulation; the movement for physical valuation; corporate financial policies; public control of security issues; rate of return; a critical consideration of valuation standards; government and municipal ownership; service-at-cost method of regulation; and a general summary of trends of development of regulation. Credit, 2 hours. Hellebrandt.

EDUCATION

261c. History of Modern Elementary Education. A course treating especially the development of the curriculum and methods of teaching in elementary schools. The influence of the Reformation. The revival of commerce, and the development of science in elementary education is pointed out. The course also emphasizes American schools as influenced by early English conditions and by the educational views of Rousseau, Pestalozzi, Herbart, and Froebel. This course should be elected by teachers in the elementary schools. Credit, 3 hours. Gard.

467c. History of Education. Ancient and Mediaeval periods, Greek, Roman, and Mediaeval theory and practice. Emphasis will be laid upon political, social and economic conditions in so far as they influence the structure and control of Western education. Special attention will be given the educational views of Socrates, Plato, and Aristotle; the influence of the Christian Church on education is discussed; the development of university life and the renaissance period including the educational contributions of Rabelais, Montaigne, and Erasmus. This course closes with the opening of the Reformation period. Students interested in the development of education from the point of view of general culture should elect this course. Credit, 3 hours. Gard.

468c. History of Education in the United States. The European influence on American colonial life and education; social, economic, and political forces and their influences on the development of education; the rise and expansion of public education; the growth of the high school, and the development of a teaching profession; the support and control of public education. The period from colonial times to the present is treated. Students desiring some knowledge of the origin and growth of public education in the United States should elect this course. Credit, 3 hours. Gard.

472c. History of Secondary Education. This course endeavors to trace the place of secondary education in the history of western civilization. The early history of secondary education is passed over rather rapidly. Its development during the last century receives extended attention. An opportunity is given the student to become acquainted with secondary education in England, France, and Germany. Students who are teaching in secondary schools should select this course. Credit, 3 hours. Gard.

262c. Principles of Elementary Education. This is a comprehensive course planned to help the student think through the problems of elementary education. The major emphases are in the fields of educational psychology, sociology, biology, and philosophy. This is a profitable course for those actually engaged in teaching or those who can arrange visitation privileges, or for those who have had one or more years of teaching experience. Students must have completed at least forty-eight semester hours of work before they can register for this course. The work satisfies the requirements for the Elementary Certificate. Credit, 3 hours. Beechel

461c. Principles of Secondary Education. In this course an effort is made to set forth the fundamental principles or philosophy of secondary education. To realize this objective a study is made of secondary education in three countries of Europe and in the United States. The following topics receive consideration: (a) the general purpose of secondary education; (b)

the relation of secondary education to other levels of education; (c) the selecting of students for secondary schools; (d) the content and organization of the curricula; (e) the relation of secondary education to vocational education; (f) the qualifications of teachers in secondary schools; (g) the general methods of instruction; (h) the evaluation of the progress of students; and (i) a comparison of the results of secondary education. Credit, 3 hours. Gard.

267c. Educational Tests and Measurements: Elementary and Junior High School. An introductory course dealing with both standardized and informal new-type tests. Problems involved in building, administering, scoring, and using and interpreting the results of tests will be considered. Sufficient attention will be given to statistical methods to enable the student to classify and analyze data, and to become familiar with some of the more commonly used statistical terms. Credit, 2 hours. Class.

285c. Classroom Management. This course is designed to give the student an acquaintance with accepted procedures in managing a classroom. The following topics are representative of those which will be considered. Membership and Attendance, The Daily Program, Supervised Study, Order and Discipline, Incentives, The Health of the Pupil, Grading and Promotion, The School Curriculum, The Assignment, and Measuring and Testing Results. Open to persons who are or have been engaged in teaching. Credit, 3 hours. Class

451c-452c. Social Supervision of Students. The purpose of this course is to aid in preparing prospective advisers in high schools to learn the fundamental principles, involved in supervising and guiding students to find expression not only through intellectual achievements, but also through personal and social adjustments to problems of living as individuals and as groups. This course aims to study the student in his school relationships from the psychological, the sociological, and the academic approaches. Extensive reading, analysis of problems of adjustment, and original research will constitute the basis of the course. Each course, 2 hours. Voigt.

485c. School Administration. This course in school administration is designed to meet the needs of advanced students, experienced teachers, and administrators. Some of the topics considered are: The history and development of school administration, the organization of the school system for effective work, the school administrator and his work, the teaching corps, courses of instruction, promotion of pupils, school costs, salary schedules, special schools, and related topics. Credit, 3 hours. McCracken.

487c. High School Administration. This is a general course designed to meet the need of the teacher beginning his work as a high school teacher. It may serve also as a general introductory course for high school principals. The course deals with the problems of organization and administration of the high school—both Junior and Senior. The duties and responsibilities of the principal and the teacher-principal relationships are given special attention. Open to students with Junior and Senior standing. Credit, 3 hours. McCracken.

493c. Vocational Guidance. This course will deal with the various phases of educational and vocational guidance. These will include the meaning of and necessity for guidance, and the fields of activity in vocational guidance including the study of occupations, the analysis of the child, the study of oppor-

tunities for employment, placement and follow-up, and scholarships. The course will deal also with the administration of vocational guidance and methods to be used in giving direction and assistance to children and youth. Credit, 2 hours. McCracken.

EDUCATION—SPECIAL METHODS

201c. **Methods in General Agriculture.** (See Agriculture.)

207c. **Physical Education Methods.** (See Physical Education.)

207c. **Teaching Arithmetic in Primary Grades.** (See Mathematics.)

209c. **Teaching Arithmetic in Intermediate Grades.** (See Mathematics.)

211c. **Teaching History in Elementary Schools.** (See History.)

226c. **The Teaching of Language in the Grades.** (See English.)

227c. **The Teaching of Language in the Junior High School.** (See English.)

229c. **The Psychology and Pedagogy of Spelling.** (See English.)

265c. **Teaching Reading in the Primary Grades.** A course planned to acquaint primary grade teachers with the best methods of training pupils to read. It deals with both recreatory type and the work type of reading; the levels of achievement for the three grades; the preparation periods, the initial period, and the period of rapid growth in fundamental attitude, habits, and skills. Scientific investigations into the field are examined for their results as applied to the work of teaching. Credit, 2 hours. Hansen.

266c. **Teaching Reading in the Intermediate Grades.** The work is designed for training teachers in methods of teaching reading effectively, in grades four, five, and six. It begins with a general summary of methods used in the primary grades and a discussion of the levels of achievement for the first three grades. The study includes procedures and materials in training children for the efficient use of books for the purpose involved in social needs and future school needs. Remedial work is an important point considered. Credit, 2 hours. Hansen.

293c. **Teaching of Health.** (See Physical Education.)

313c. **Teaching Public Speaking.** (See Speech and Dramatic Art.)

397c. **The Teaching of Commercial Subjects in High School.** (See Commerce.)

398c. **Teaching of Bookkeeping.** (See Commerce.)

404c. **Teaching Mathematics in the Junior High School.** (See Mathematics.)

408c. **Methods of Teaching English in the Senior High School.** (See English.)

412c. **Teaching History in Junior and Senior High Schools.** (See History.)

420c. **Industrial Arts Methods.** (See Industrial Education.)

ELECTRICAL ENGINEERING AND PHYSICS

101c. **This Physical World.** The nature and behavior of the modern physical world, including such phenomena as; thermal effects, sound and musi-

cal instruments, radio, talking motion pictures, nature of light, color, and optical instruments. Such a course will fill the needs of those who are interested in knowing the "why" and "how" of our everyday physical contacts. This course will fulfill the physical science requirements for graduation, except for pre-medical and pre-dental students. Credit, 3 hours. Heil.

102c. This Physical World. Continuation of course 101c. Credit, 3 hours. Heil.

103c. Introduction to Physics. (1) For teachers and prospective teachers of physics who have had the high school course and who are seeking a more thorough and more advanced knowledge of the subject; (2) for any who wish to save time in college by working out the text, thus securing three hours of the required credit. It may be possible, if satisfactory laboratory is available, to secure the full four hours credit, thus satisfying the pre-medical requirement.

The course begins with a consideration of basal terms and units, and a brief treatment of the relations and sides of triangles. Then follows a study of kinds of motion and their laws; forces; the relation of power, work and energy; the simple types of machines; molecular physics; fluid pressures; the properties of gases; hydraulic principles; temperature and its measurement. Credit, 3 hours. Heil.

103ac. Introduction to Physics Laboratory. This course is designed to accompany the theory course 103c. It may be done by those who have access to a good physics laboratory or the equivalent equipment. The subjects covered are mechanics, heat, and sound. Credit, 1 hour. Green.

104c. Introduction to Physics. The credit for having completed this course cannot be used to satisfy the physical science group requirement until satisfactory laboratory work has been completed. Such laboratory work will be planned for students who have access to the proper apparatus.

An elementary course in magnetism, electricity, and wave motion. Prerequisite, Physics 103, or its equivalent. Credit, 3 hours. Heil.

104ac. Introduction to Physics Laboratory. The second half of physics laboratory. Electricity and Light. Credit, 1 hour. Green.

The four courses 103c, 103ac, 104c, and 104ac, are the eight hours in Physics required for entrance into medical schools.

106c. Elementary Radio. A practical course in the radio art designed for that very numerous class of persons who are not experts but who have an interest in learning some of the principles and practices of this branch of science. Credit, 2 hours. Green.

106ac. Elementary Radio Laboratory. A laboratory course to accompany 106c. If the student has access to a high school physics laboratory or is willing to purchase the required apparatus himself he may secure an additional hour of credit in radio by working this laboratory course in the principles of Radio. Credit, 1 hour. Green.

307c. Acoustics. This course is intended to fill the need of school men and others for some technical knowledge of the problem of designing auditoriums and other buildings where public programs are to be given. The principles of sound reflection, transmission, absorption, reverberation and distribution are studied and applied to the design of new auditoriums and the correction of

faulty ones. Special attention is given to the problem of sound moving picture accompaniment. Credit, 2 hours. Green.

343c. Illumination and Photometry. It is to the interest of every teacher and school administrator to be informed in the principles underlying building illumination. This course includes a study of photometric units, photometers, lamps, methods of measuring and calculating illumination and a study of special illumination for each class of service. Credit, 2 hours. Green.

ENGLISH

101c. English Composition. Required of all students in the College of Arts and Sciences. The purpose of the course is to develop accuracy and clearness in expression. Textbook assignments and frequent themes. Credit, 3 hours. Heidler, Mackinnon, McQuiston, Peckham.

102c. English Composition. A continuation of 101. The work will be largely in the field of narration. Textbook assignments and frequent themes. Credit, 3 hours. Heidler, Mackinnon, McQuiston, Peckham.

201c. Freshman Composition. Required of all students in the College of Education. The purpose of the course is to teach the student the principles of written composition, correlated with methods of teaching composition in the grades. Credit, 3 hours. Slutz.

202c. Freshman Composition. A continuation of 201c. Credit, 3 hours. Apgar, Caskey, Foster.

203c. American Poetry from 1815 to 1890. This course makes a study of the interpretation and structure of the major poems of Bryant, Poe, Emerson, Longfellow, Whittier, Holmes, Lowell, Whitman, and Lanier. Credit, 3 hours. Apgar.

204c. English Poetry from 1789 to 1890. This course, beginning with the chief romantic poets (Wordsworth, Byron, Shelley, Keats) and extending to the last of the Victorians (Browning and Tennyson), aims to provide a survey of English life and English ideas as reflected in the poetry of the nineteenth century. Credit, 3 hours. Caskey.

205c. American Prose. The work is based upon selected material from Franklin, Irving, Cooper, Poe, Hawthorne, Emerson, Thoreau, and Lowell. An intensive study is made of the "The Scarlet Letter" and some of the representative essays of Emerson and Lowell. Credit, 3 hours. Foster.

206c. English Essay. This is a study of representative essays of Carlyle, Macaulay, Thackeray, Bagehot, Morley, Ruskin, Arnold, and Stevenson. Credit, 3 hours. Foster.

208c. Juvenile Literature. A study of myths, fables, folk-lore, fairy tales, and one epic. Language work. Credit, 2 hours. Kahler.

226c. The Teaching of Language in Grades. The aims of this course are as follows: To discuss ends to be achieved in teaching language; principles underlying selection of subjects for writing; an outline of what knowledge of the mechanics of writing, what habits of correctness in their use, what knowledge of grammar, and what power in composition, oral and written, can be expected of children at different points in the grades; the relation of oral

and written composition; methods of correcting errors. Prerequisite, 201 Freshman Composition. Credit, 2 hours. Apgar.

227c. The Teaching of Language in the Junior High School. A study of the content and presentation of language work for grades 7, 8, and 9 which continues the work of course 226, although this course may be taken without the other. The topics to be considered are composition as a social study, freedom and accuracy in expression with study of models, the grammar of the English sentence, drills and spelling problems. Prerequisite, 201 Freshman Composition. Credit, 2 hours. Apgar.

229c. The Psychology and Pedagogy of Spelling. The process of learning spelling and the operation of the spelling habit; the relative value of the drill method and the incidental method of teaching spelling, of the oral and the written spelling lessons, and of the writing of words in dictated sentences or in columns; the sources of difficulty in English spelling; individual difficulties in spelling—these and related topics with the psychological principles that control them constitute the subject-matter of the course. Credit, 2 hours. Apgar.

303c. Survey of English Literature. The historical development of English literature from the beginning to the death of Pope; the lives and works of the most important and most representative authors, the principal literary form and tendencies, and the political and social backgrounds of the various periods. This course, with its companion 304, provides a general foundation for all advanced study of English literature. It is recommended to all high school teachers of English and to any other mature person who desires a broad knowledge of English literature. Credit, 3 hours. Peckham.

304c. Survey of English Literature. The historical development of English literature from the death of Pope to the present day; the lives and works of the most important and most representative authors; the principal literary forms and tendencies; and the political and social background of the various periods. This course, with its companion 303, provides a general foundation for all advanced study of English literature. It is recommended to all high school teachers of English and to any other mature person who desires to a broad general knowledge of English literature. English 303 is a valuable introduction to this course, but not a prerequisite. Credit, 3 hours. Peckham.

307c. Modern American Literature. This course will be mainly concerned with the new genuinely national literature which arose in the period following the Civil War. After a rapid survey of the political and social backgrounds and of the principal literary tendencies of the period, some attention will be given to the leading transition writers. Most of the course, however, will be devoted to the pioneers of the new native literature. Taylor, Aldrich, Stedman, Lanier, Harte, Hay, Mark Twain, and Whitman will be studied as representative writers. Credit, 2 hours. McQuiston.

308c. Modern American Literature. A continuation of 307, which, however, is not a prerequisite. Romantic, realistic, local color, and journalistic tendencies will be traced in the literature of the new national period. The history of the novel, the short story, and the later poetry will be brought down approximately to the present. Credit, 2 hours. McQuiston.

313c. Advanced Exposition. A course designed to offer practical experience in the writing of essays and reviews. Frequent writing by the student will

be supplemented by the study of meritorious examples from experienced writers. Credit, 3 hours. Heidler.

319c. Contemporary Literature. An elective course in the College of Arts and Sciences. The reason for offering this course is the belief that many persons who would like to form an acquaintance with the best literature of our own day are unable to do so, because they lack the means to buy all of these books, and are not near great public libraries. About fifteen of the outstanding books of recent years in several fields—the novel, drama, poetry, travel, biography, etc.—will be read. The books are not to be studied; they are to be read for pleasure. The student will write an informal discussion of each. No text will be used but a special fee of three dollars will be charged for the use of the required books, which will be furnished by the extension Division. Credit, 2 hours. Mackinnon.

320c. Recent British Poetry. A study of the poetry of Rudyard Kipling, A. E. Housman, Robert Bridges, Thomas Hardy, John Masefield, Alfred Noyes, Wilfred Wilson Gibson, William Henry Davies, Rupert Brooke, and others. Credit, 2 hours. Peckham.

322c. Tennyson and Browning. A study of the most representative works of the two major Victorian poets. The course includes a brief consideration of the lives of these men in relation to their backgrounds and their art. Credit, 3 hours. Peckham.

326c. The Short Story. A study of the history, criticism and technique of the short story. The student will be required to read and report on a considerable number of representative short stories. Credit, 2 hours. McQuiston.

331c. Comparative Literature. A course introducing the student to the most significant authors and productions of Greece, Rome, and Italy. The student will be directed in the reading of numerous translations and will also be furnished with ample notes in mimeographed form. This course and the following one enable the college student and the general reader to know and appreciate important productions in foreign tongues without a reading knowledge of those languages. Credit, 2 hours. Heidler.

332c. Comparative Literature. A continuation of 331. This course presents to the student the most significant authors and productions of Spain, France, Germany, and England. Throughout 331 and 332, frequent reference is made in a comparative way to English authors and literature. Either course may be pursued separately. Credit, 2 hours. Heidler.

333c. Creative Writing. The course is open to those who wish to write and who have shown some aptitude. Admission by special permission of the instructor. The course uses no textbook and has no formal assignments. The work will be adapted to each individual. It will be assumed that any student accepted for the course really wishes to write and needs only guidance, advice and constructive suggestions in carrying out projects of his own. Credit, 2 hours. Mackinnon.

405c. Contemporary American Poetry. This course embraces a study of the recent tendencies in American poetry as represented in the work of Robinson, Sandburg, Frost, Amy Lowell, Masters, Lindsey, and others. Open to Juniors and Seniors. Credit, 2 hours. Foster.

408c. Methods of Teaching English in the Senior High School. A course designed to assist the high school teacher in the presentation of both the form and content of composition. The first lessons in the course offer a review of grammar as a very necessary foundation; this grammar review is incorporated in the final examination. Credit, 2 hours. Wray.

GEOGRAPHY AND GEOLOGY

203c. Geography and Environment. A course in the aspects of geography which have to do with the response of man to his physical environment. This is the first semester of a year's work in geography in the College of Arts and Sciences. A cultural and practical course. High school physical geography a prerequisite. Credit, 3 hours. Cooper.

205c. Economic and Regional Geography of Europe. A study of the physiographic and political divisions of Europe with the emphasis on the geographic influences as they affect the industrial and economic development. The course is of special interest to grade and Junior High School teachers. Credit, 3 hours. Atwood.

208c. Economic and Regional Geography of North America. This course will develop in considerable detail the geography of the geographic divisions of North America. It will also develop a method of continental study of great value to teachers. This course or any other of the continental studies offered should be taken as the second half of the year's work by students of the College of Arts and Sciences. These continental studies are also adapted to the needs of the students of the School of Commerce. Credit, 3 hours Cooper.

209c. Economic and Regional Geography of South America. Description same as for 208c. Credit, 3 hours. Cooper.

407c. Geographic Influence in American History. A course which is intended to show the close correlation of geography and history in the development of our nation. The course should be of great help to teachers of geography and history. Credit, 3 hours. Atwood.

409c. Physiographic Geology. A course in physical geology which serves as an introduction to all other courses in geology. Credit, 3 hours. Cooper.

414c. Commercial and Industrial Geography. A study of the production, preparation, trade, and consumption of the world's major products of food, clothing, tools, and shelter. The course shows how the material things of the world have influenced man's interests and should prove especially helpful to Junior High School teachers of geography. Credit, 3 hours. Atwood.

GERMAN

The following courses are offered for those who, having already at some time, mastered the rudiments of German grammar and pronunciation, desire a better reading knowledge of the German language.

303c. Intermediate German. German grammar carefully reviewed, with exercises in composition directed to aid the student in his efforts at reading; the reading of several German short stories and some lyric poetry, grading from material easily read to that of intermediate difficulty. The prerequisite for this course is one year of German in college or two year in high school, or an equivalent to the department. Credit, 3 hours. Mueller.

304c. Intermediate German. Continued grammar review and comparison; further reading of short stories, poetry, and one or two plays. Prerequisite, 303. Credit, 3 hours. Mueller.

GREEK

101c. Beginning Greek. An introduction to the rudiments of the language including fundamental grammatical principles, pronunciation, and a working vocabulary. There will be emphasis also upon the Greek element in English, and such reading and translation as the nature of the course will permit. Students to do this course successfully by correspondence should have had some study of Latin. Credit, 4 hours. Hill.

102c. Beginning Greek. Continuation of course 101. A part of the course will be devoted to the reading of some classical author. Credit, 4 hours. Hill.

HEALTH

(See Physical Education and Health)

HISTORY

101c. Medieval European History. A study of the social, political and economic development of the Modern European states during their formative periods in medieval time. This course and course 102 form the basis for all work in the European history field. Collateral reading. Credit, 3 hours. Jones, Volwiler.

102c. Modern European History. The development of the great institutions in England, France, Germany, etc. It is the aim of this course to give a foundation in European history to those wishing to specialize in that field. The work, general in character, will be of direct benefit to the American history students as well as the average American citizen. May be taken as a separate course or as a continuation of course 101. Collateral reading. Credit, 3 hours. Jones, Volwiler.

117c. History of Greece to the Death of Alexander the Great. Open to all students. Credit, 2 hours. Jones.

118c. History of Rome to 476 A. D. A continuation of Course 117. Two 2 hours. Jones.

201c. American History. This course follows the development of our country from the earliest inhabitants through the discoveries, exploration and colonization, revolution and independence, constitution, nationalism, the new West, and sectionalism. Credit, 3 hours. Hoover, Morrison, Smith.

202c. American History. This course follows course 201, beginning with reconstruction, and covers the field to the present time. Credit, 3 hours. Hoover, Morrison, Smith.

203c. American Government. (See Political Science.)

204c. American Government. (See Political Science)

211c. Teaching History in Elementary Schools. The history of history instruction in the schools; the course of study; methods and materials for the several grades of instruction; testing results; school problems related to history teaching. Credit, 2 hours. Smith.

213c. The History of the South to 1860. The purpose of the course is to give the student an understanding of the social, political, and economic conditions of the ante-bellum South. Topics: Geography of the South; origins of the people; the South in the American Revolution; the rise of the political institutions and philosophy of the South; social and economic conditions; the struggle between the tidewater region and the up-country; the rise of the cotton states; expansion into the Southwest; the ascendancy of the lower South; religion and education; plantation life; the slavery system; transportation; role of the South in national affairs; sectional alliances; the drift towards nationalism. Credit, 3 hours. Morrison.

214c. The New South. The purpose of the course is to give an understanding of the social, political, and economic life of the people of the South since the Civil War. Topics: The background in the cotton plantation and Civil War time; the situation facing the disbanded soldiers; the farmer and the land; industrial development; labor conditions; the problem of white and black; educational progress; the South of today. Credit, 3 hours. Morrison.

215c. The United States since the World War. An introduction to the intricate problems and trends of the new era. General economic development; social problems; banking, finance, search for markets; immigration; agriculture and industry; politics; foreign policies: economic, political, naval and military, international. Credit, 3 hours. Morrison.

311c. English History During the Tudor Period. Open to Sophomores, Juniors, and Seniors. This course deals with the narrative and constitutional history of England during the 16th and 17th centuries. No true conception of the English people of today can be gained without knowledge of these formative periods. Credit, 2 hours. Jones.

312c. English History During the Stuart Period. This course deals with the history of England during the 17th century. The breaking down of absolutism and the establishment of the principle of the sovereignty of the people form the underlying current of history of the period. Credit, 2 hours. Jones.

313c. French Revolution and Napoleonic Era, 1789-1815. Open to Sophomores, Juniors, and Seniors. The story of the French Revolution. The rise and fall of Napoleon the Great. Credit, 3 hours. Jones.

314c. France and Contemporary Europe in the 19th Century. The course is the connecting link, in the European History, between the Congress of Vienna and the World War. The formation of the German Empire, the French Republic, the Italian Monarchy, and the English "Democracy," with their inter-allied relations lay the basis for this course. Credit, 3 hours. Jones.

406c. Constitutional Law. (See Political Science.)

407c. Western American History. The westward movement in American history is traced from the migration from the Atlantic Coast into the Mississippi Valley to the occupancy of the Trans-Mississippi West. The history of Ohio as a part of the movement is considered. The influence of the frontier on American life and institutions is emphasized. Credit, 3 hours. Smith.

408c. American Statesmen. This is an advanced course in American History in which the entire field of American History is studied from the lives of the leading men of the times. Each student will prepare lessons on twenty characters assigned by the instructor. Credit, 2 hours. Hoover.

410c. The Emergence of Modern America, 1877-1900. Social and intellectual conditions; political changes; agrarian unrest; rise of large corporations; railroad building; development of government regulation of big business; tariff policies during the Harrison-Cleveland Era; the Spanish-American War; drift to imperialism and world power. Credit, 3 hours. Volwiler.

412c. Teaching History in Junior and Senior High Schools. The development of instruction in history, civics, economics, and sociology; the objectives and content of these subjects; the socialized course of study; the standardized tests; and problems of teaching these subjects. Credit, 2 hours. Smith.

415c. History of American Political Parties. (See Political Science.)

416c. History of Ohio. A study of the history of the State of Ohio, from the first settlers to recent times. There is no satisfactory text on this subject. Students who are registered in this course are expected to have access to either the publications of the Ohio Archaeological and Historical Society or Randall and Ryan's History of Ohio, five volumes. Credit, 2 hours. Hoover.

417c. Municipal Government. (See Political Science.)

419c. American Political Theory. (See Political Science.)

420c. International Relations. (See Political Science.)

421c. Principles and History of American Foreign Policy. The course gives an introduction to the practice of diplomacy, and the working organization of the Department of State, and the relations of the United States with foreign states. Topics: The establishment of independence; freedom of the seas; territorial expansion; establishment of boundary; the Monroe Doctrine; the controversies of the Civil War; expansion of interests; the entry of the United States into the World War; the peace treaties resulting from the World War. Credit, 3 hours. Morrison.

422c. Problems in American History. A course providing an introduction to methods for determining historical facts, and their application to special problems in American History. Admission by consent of instructor. Credit, 2 hours. Morrison.

423c. Latin American History. A survey of Spanish and Portuguese American from the establishment of colonial settlement through the wars of independence; the transfer of Hispanic civilization in language, customs, religion, trade, and political institutions; Indian relations; labor and social conditions; education and industry; struggles for independence. Credit, 3 hours. Smith.

424c. Latin American History. The establishment of the modern republics; evolution of their political theory; struggles for political stability; exploitation of natural resources; diplomatic and commercial relations with the United States and Europe; international problems; contemporary progress. Credit, 3 hours. Smith.

425c. The United States, 1850-1877. A study of the political, social, and economic situation during the period of the Civil War and Reconstruction—the period of transition from agricultural control in national politics to predominance by the rising urban and industrial groups. Topics: The situation in the North and South from 1850 to 1860; the formation of the Confederacy; a brief survey of military and naval operations; the blockade; for-

eign relations; life in North and South during the war; raids from Canada; collapse of the Confederacy; political reconstruction; industrial revolution in the North; the changing South; demoralization in the early seventies; the election of 1876-1877; restoration of home rule in the South. Credit, 3 hours. Morrison.

426c. Comparative Government. (See Political Science.)

HOME ECONOMICS

252c. Textiles and Consumer Buying. This course includes a study of textile fibers as to source, composition, and use. It takes up fabrics from a structural, and utilitarian and an aesthetic standpoint. It consists of reading, problems and laboratory work. The course is required for home economics majors electing the teachers course or the business training course in clothing and textile fields. Credit, 3 hours. Morse.

459c. Home Planning. A practical knowledge of the house and its furnishings is the aim of this course. It includes a study of history, economics, sociology, sanitation and art in their relation to the subject. Problems and projects carry out the practical idea. This course is required of all students majoring in Home Economics. Credit, 3 hours. Morse.

INDUSTRIAL EDUCATION

205c. Wood Finishing. A study is made of the different wood finishes. The physical qualities and appearances of the common woods are studied, with the view that one can readily distinguish the different woods and select the kinds best suited for the school shop. Credit, 2 hours. McLaughlin.

305c. Mechanical Drawing. (See Civil Engineering, page 13.)

420c. Industrial Arts Methods. This is a study of the methods of teaching the industrial arts, and it is required of all students whose major study is industrial education. Students will be taught to construct lesson plans and job sheets and to operate an accounting system for school shops. Emphasis will be placed on the making and scoring of shop tests and related information tests, and on the scoring of mechanical drawings and shop projects. Credit, 3 hours. Kinison.

LATIN

Courses II, III, and IV are intended for students who have not completed the four years of high school Latin.

IIC. Caesar's Gallic Wars. The early part of the course consists of easy narrative dealing with mythology and Roman history. There will be considerable review of fundamentals. Credit, 5 hours. Brokaw.

IIIc. Cicero, Selected Orations. Some of the introductory lessons include translations from Caesar's Gallic War. In general an effort will be made to provide an adequate review as well as to develop progress in reading a new author. Credit, 4 hours. Hill.

IVc. Vergil's Aeneid. A considerable portion of the first six books is read. The course is designed with a view to an understanding and appreciation

of Vergil's great epic and to a wider knowledge of mythology, as well as to growth in the study of Latin. Some attention will be given to the meter of Latin epic. Credit, 5 hours. Brokaw.

101c. Cicero, De Amicitia, De Senectute. De Amicitia is read slowly with a view to overcoming any weakness that the student may have in Latin syntax and sentence structure and some time is given to content material concerning friendship. De Senectute is read more rapidly. Prerequisite, four years of high school Latin (three years by permission). Credit, 4 hours. Hill.

102c. Horace, Odes and Epodes; Terence, Phormio. Terence's comedy is read first with an effort to help the student to an appreciation of this type of Latin literature. In reading the Odes and Epodes much emphasis is laid on interpretation and appreciation, and some attention is given to a few of the more common meters. Intended to follow course 101. Credit, 4 hours. Hill.

304c. Livy Selections; Ovid, Selection from the Metamorphoses. Selections dealing with the legendary history of Rome and the Punic Wars, with some reading from Ovid. Credit, 3 hours. Hill.

305c. Cicero's Letters. Generous selections are read from Cicero's correspondence for an appreciation of Latin epistolary writing, for the information they contain on Roman private and public life and for a more intimate understanding of Cicero himself. Credit, 3 hours. Hill.

331c. Writing Latin Prose. This course is divided into three parts, each with one hour's credit and proceeds from more elementary work in Latin composition to work which is more advanced. Any one part or all of the course may be taken according to the student's needs. Credit, 1, 2, or 3 hours. Hill.

MATHEMATICS

101c. College Algebra. A short review of factoring, fractions, linear equations and exponents, followed by quadratic equations, progressions, logarithms, and the binomial theorem. Prerequisite, 1 unit of high school algebra. Credit, 3 hours. Marquis.

101ac. Plane Trigonometry. The definitions of the trigonometric functions and the relations among them; the addition theorems, functions of the double and half angles; computations with logarithms and the solutions of the oblique triangles. Credit, 2 hours. Reed.

105c. College Geometry. This course is an extension of the geometry studied in the high school, and is of interest to teachers of the subject and to the general student of mathematics as well. The topics considered are loci, similar and homothetic figures, the triangle and the theorems of Melelaus, Ptolemy, Simson and Ceva. Prerequisite: High School Geometry. Credit, 3 hours. Marquis.

108Ac. Analytic Geometry. Polar and rectangular coordinates, the study of equations and their graphs by both analytical and geometrical methods, the intersections of curves and tangents. This course covers the first three fifths of the regular five-hour course given at Ohio University. Credit, 3 hours. Starcher.

108Bc. Analytic Geometry. A continuation of the material in 108Ac given entirely to the study of the circle, hyperbola, elipse, and parabola. Credit, 2 hours. Starcher.

116c. Mathematics of Finance. This course covers compound interest, annuities, sinking funds, depreciation, bond evaluation, and the elementary theory of life insurance. It is of particular interest to teachers of mathematics in the secondary school in that it provides a source of practical problem material and a field for the application of elementary algebra. Prerequisite: One unit high school algebra. Credit, 3 hours. Marquis.

207c. Teaching Arithmetic in the Primary Grades. A very practical course for teachers in grades one, two, and three, for elementary supervisors, and for those who plan to occupy such positions. Detailed method suggestions and the relations among them; the addition theorems, functions of the primary grades are given. The results of experimental studies and of recent developments in educational psychology are incorporated. Credit, 3 hours. Morton.

209c. Teaching Arithmetic in the Intermediate Grades. This course deals with methods of presenting the subject matter of the arithmetic curriculum in grades four, five, and six. The course presents, in a very practical way, the best methods of teaching common and decimal fractions, the elements of percentage, and problem solving, as well as the four fundamental operations with whole numbers. The text used is one of the books adopted by the Board of Control of the Ohio Teachers' Reading Circle for the year, 1927-1928. Credit, 3 hours. Benz, Morton.

211c. Freshman Algebra I. This course is designed for those students who have had but one year of algebra in high school. A review of first year algebra is provided. Each topic reviewed is extended into higher and more difficult levels than is usual in a high school course. Topics studied intensively include factoring, fractions, powers and roots, exponents, radicals, quadratic equations, systems of equations, ratio and proportion. Credit, 3 hours. Morton.

212c. Freshman Algebra II. Students who have completed Freshman Algebra I, 211, and students entering with one and one-half or more units of entrance credit in algebra are admitted to Freshman Algebra II. This course in college algebra is designed primarily for prospective teachers of high school mathematics. Linear and quadratic functions, arithmetic and geometric progressions, mathematical induction, complex numbers, permutations, combinations, probability, and theory of equations are among the topics treated. Credit, 3 hours. Morton.

303c-304c. Differential and Integral Calculus. The contents of this course are as follows: the study of variables and functions, theory of limits, differentiation and applications, successive differentiation, maxima and minima, differentials, curvature and radius of curvature, theorem of the mean, indeterminate forms, partial differentiation, expansion of functions in series, applications to higher plane curves. Integration, the integration of rational fractions, integration by rationalization, integration by parts, the definite integral as an inverse process, the definite integral as the limit of a sum, and a short study of the simpler types of differential equations. Prerequisite, course 108 for both courses. Credit, 4 hours each course. Starcher.

404c. Teaching Mathematics in the Junior High School. This course concerns itself with methods of teaching arithmetic, intuitive geometry, and algebra, in grades seven, eight, and nine. A major portion of the course is devoted to a consideration of the arithmetic of grade seven and eight, and the informal geometry usually found in the seventh grade. Among the topics considered are arithmetic of the home, the community, and business, insurance, investments, areas, graphs, intuitive geometry, formulas, problem solving, and testing. Credit, 3 hours. Benz.

409c. Statistics. This course deals with elementary methods of collecting, organizing and interpreting quantitative data. The principal topics included are: the construction of frequency tables, graphic methods, averages, variability, percentiles, correlations, and probability and the normal curve. Credit, 3 hours. Morton.

410c. Advanced Statistics. Non-linear relations, partial correlations, multiple correlation, regression, transmutation of scores, reliability, and the interpretation of correlation coefficients are the principal topics included in this course. Practice is provided in the use of logarithms and statistical tables. The course is open to those who have completed course 409 or its equivalent. Credit, 3 hours. Morton.

MUSIC

101c. Essentials of Music. This introductory course is designed to give the student a basic knowledge of notes, rhythms, notation, scale and chord formation. Credit, 2 hours. Kresge.

Harmony. This course is designed to enable students to become acquainted with the more usual Harmonic and Melodic progressions, and the laws underlying them. The aim of the course is not merely to explain these progressions but to present the means by the practice of which the student may become familiar with them and to enable him to write, think and hear tone.

103c. Freshman Harmony. Notations; intervals; rhythms; scale formation; triads; harmonizing of melodies; inversions; passing and auxiliary notes; original work. Prerequisite, knowledge of elementary theory, notation, and keys. Credit, 2 hours. Kresge.

104c. Freshman Harmony. Study of chord structures; continued key relationship and modulation; melody writing; harmonization of original melodies given melodies and figured basses. Prerequisite, Harmony 103. Credit, 2 hours. Kresge.

113c. Music History. The history of musical expression from primitive times, covering the Greek and Roman period, early Christian music, polyphony, beginnings of opera, song oratorio and orchestra, and the period of Classicism. The course is designed to give the student an intimate acquaintance with music through the study of forms of expression, instrumental and vocal, the study of artists, and their historic background. Credit, 2 hours. Peterson.

114c. Music History. A continuation of course 113. Covering the eighteenth century, with intensive study of the great musicians and movements

of the period and including the study of Beethoven, the "Culmination of the Classic and Prophet of the Romantic." Credit, 2 hours. Peterson.

(113 and 114 are required for the degree Bachelor of Music.)

309c. Instrumentation. The study of the orchestral score—of methods employed by composers in orchestrating their works; a careful study of each of the string instruments, including fingering and bowing; arranging for strings beginning with simple four part arrangements, progressing to eight and nine part arrangements; careful study of duplication and distribution of parts; study of the string quartet and the strings of the modern orchestra; original writing for strings; preparation for laying out the orchestral score. Credit, 3 hours. Janssen.

310c. Instrumentation. Transposition as it applies to orchestral instruments; the study of woodwinds, brasses and the percussion; considerable work in writing trios, quartets, solo quartets of woodwinds and brasses; laying out and arranging a complete score for a composition assigned by the instructor; original writing for full orchestra. Prerequisite 309. Credit, 3 hours. Janssen.

PHILOSOPHY

103c. Introduction to New Testament Thought. Religion has been one of the major factors in the development of civilization in the West, especially the Christian religion. To understand contemporary culture requires a true knowledge of this powerful movement in religion and morals. The most adequate and authentic source of this information for the formative period is the literature and history embodied in the New Testament. This course is meant to ascertain the origin and value of its several types of thought and experience for philosophy and religion. The course will begin with a survey of the background and history of New Testament times. This will be followed by study of the development of the New Testament writings. With these as a basis detailed study will be made of the teachings of Jesus and Paul and of the other important types of New Testament teaching. Credit, 3 hours. Houf.

301c. General Ethics. The aim of this introductory course in ethics is to aid the student in understanding the moral experience of the child and adult in primitive and civilized group life. Attention is given to the origin and development of moral ideas with a view to seeing what psychological and social forces are at work in making and unmaking moral standards. A survey of the historical and present-day moral theories is made in order more intelligently to develop a constructive theory of personal and public morality. The student is directed to see that at the root of every important social question, e. g., of government, industry, education, family, and race relations, is a moral problem the facts about which are to be brought under reflective treatment. Credit, 3 hours. Gamertsfelder.

303c. Introduction to Philosophy. For students who wish to know what philosophy is, what its problems are, and how philosophy is related to the special sciences, to religion, morals, poetry and general literature. Following are some of the topics which will be treated in an elementary way: The origin and nature of knowledge, the meaning of explanation and the tests of truth; what is matter, life and mind; evolutionism, naturalism, materialism,

realism, pragmatism, idealism, mysticism, skepticism and agnosticism; the soul, freedom, immortality, God, good and evil. Credit, 3 hours. Gamertsfelder.

PHYSICAL EDUCATION AND HEALTH

207c. Physical Education Methods. The course deals with the methods of physical education for elementary and secondary schools; classifying and planning a graded program in physical education; and will provide material for the teaching of physical education activities. Credit, 1 hour. Rhoads.

208c. Kinesiology. A course in applied anatomy dealing with the principal types of muscular exercises, with inquiry as to how they are performed, how they react on the body, and their relation to the problems of bodily development, bodily efficiency, and the prevention and cure of certain defects and deformities. Credit, 2 hours. Trepp.

211c. Scouting—Men. This course has been organized in response to the increasing need for trained scout leaders. The course material embraces the purpose of Scouting and Psychological principles involved in Scout instruction. The instructor will provide mimeographed notes to supplement assigned readings in the Scout manual. Credit, 1 hour. Trepp.

211c. Essentials of Scout Leadership—Women. The course material embraces the purpose of Scouting and Psychological principles involved in Scout instruction. The instructor will provide mimeographed notes on handicraft and nature work to supplement assigned readings in the Scout manual. The course has been organized in response to the increasing need for trained scout leaders but is open to anyone who is interested in the work. Credit, 2 hours. LaTourrette.

283c. Personal Health. This is a subject-matter course which is designed to provide students with a fundamental knowledge of health, a knowledge of the source of health material, and an appreciation of the means whereby the health of the individual may be improved. Credit, 3 hours. Trepp.

293c. The Teaching of Health. This course and the course numbered 493 fulfill the state requirement for a four-hour health education course for all those students taking a major or a minor in health and physical education. In addition to this requirement the State Department of Education has recommended that these courses be offered as an elective and, whenever possible, required of all teachers in training. The content of this course deals with health information, and the principles and methods involved in the teaching of health. It should, therefore, be especially valuable to all special teachers of health as well as to grade school teachers because of the almost uniform necessity of including health instruction in the curriculum. Credit, 2 hours. Trepp.

411c. History and Principles of Physical Education. A study of the physical education of all countries; their philosophies of exercise and recreation; and the contribution of each to present-day physical education methods. Credit, 2 hours. Hatcher.

412c. Theory of Play and Games. The course will take up a study of the various theories of play, the part of play in the development of manhood

and womanhood, the variations necessary for age, sex, etc. It will also include a study of recent playground and community recreation developments, and will provide the material for the teaching of games, community singing, community dramatics, and other recreational features. Credit, 2 hours. Bird.

413c. Theory of Individual Physical Education. This course is concerned with administration of individual physical education and with the methods of treatment of postural and other defects which may be cared for by the physical education teacher. Special attention is given to various types of exercises which may be prescribed for specific defects. Credit, 2 hours. Trepp.

415Ac. First Aid. This is a practical course for the layman, academic teacher and teacher of health and physical education. The American Red Cross text and pamphlets published by the National Safety Council will be used as reference material. A study will be made of the following: accident prevention, general significance of safety in terms of complex living conditions, administration of first aid to the injured.

Additional materials will be given to academic teachers and teachers of health and physical education showing how first aid may be taught in the elementary and secondary schools as part of the health education program. Credit, 2 hours. Herbert.

415Bc. Athletic Training and Care of Injuries. This course is designed for those who have responsibilities in coaching and training athletic teams. Among the topics considered are: the hygiene of athletic training, the detailed steps for conditioning athletes, treatment and care of athletic injuries, team morale, safety in school athletics. Credit, 2 hours. Herbert.

493c. School Health Service. This course and the course numbered 293 fulfill the state requirement for a four-hour health education course for all those students taking a major or a minor in health and physical education. This course includes normal and physical diagnosis, the health examination of the school child, morning health inspection, the follow-up of these two, and hospital and dispensary service. Credit, 3 hours. Trepp.

PHYSICS

(See Electrical Engineering and Physics)

POLITICAL SCIENCE

203c. American Government. The relations between the government and the people; the new conception of the presidency; the growing powers of Congress; the federal judiciary; constitutional protection of business; the police powers of the government; the civil service; administration of currency and finance; regulation of commerce; recent legislation. Credit, 3 hours. Smith.

204c. American Government. The nation and the states; the framework of state government; the work of the departments; reorganization of the state executive; the county and township government; and the relation of local government to state government. The government of Ohio will be used for purposes of illustration throughout the course. Credit, 3 hours. Smith.

406c. Constitutional Law. This is a study of American Constitutional

Law. The leading cases on constitutional questions will be studied. Credit, 2 hours. Hoover.

415c. History of American Political Parties. This is a study of the history and development of political parties and party problems in America. The actual workings of party machinery, party platforms, and political leaders will be studied. Credit, 3 hours. Hoover.

417c. Municipal Government. The growth of cities; their relation to trade and industry; state control over cities; service to the people; the commission form of government; the city manager; and other recent movements. Studies will be made of each type of government in the cities of Ohio. Credit, 2 hours. Smith.

419c. American Political Theory. Early political theory; development of political thinking in America from the colonial period to the present; including the theories of the Revolution, the Constitution, the Jeffersonian and Jacksonian democracies, the slavery controversies, states' rights, and recent tendencies; internationalism, pacifism, militarism, and interpretations of democracy. Credit, 2 hours. Smith.

420c. International Relations. A discussion of the problem of nationalism and internationalism, methods of settling international disputes, and the interests of the United States. The interests of the course are suggested by the following: sentiment of nationality, conflict of color, economic internationalism, financial control, open door, Pan-American movement, inter-allied debts, world courts, and control of international policy. Credit, 2 hours. Smith.

426c. Comparative Government. The constitutional systems of leading nations compared: the American system—political democracy, checks and balances, non-parliamentary government; the systems of Great Britain, France and Germany—political democracy, checks and balances, parliamentary government; the Russian system—dictatorship of the proletariat, soviet system; the Italian system—minority rule, corporative state. Different types of federation illustrated by the United States, German Empire, Swiss Confederation, Union of Soviet Republics, and League of Nations. Some of the Latin American Republics will be included. Credit, 3 hours. Smith.

PSYCHOLOGY

205c. Child Psychology. A detailed study of the development of the child mind from birth through the nursery school, kindergarten, and elementary school age. The nature and potentialities of the child at birth will be considered, the development of the senses, of motor ability, of social and emotional traits and attitudes, and intellectual abilities. Such topics will be treated as: play, language, children's reading, habit formation, discipline, the place of music, art, and constructive materials in the life of the child, moral and religious tendencies, agencies for the study of children and the advancement of child welfare. Credit, 3 hours. Porter.

206. Psychology (Business). Recently established facts and conclusions in the applications of psychology to business and industrial relations. The following topics are discussed: the relation of human reflexes and instincts to business methods; the relation of the laws of learning to training; the psychological principles involved in scientific management in office and shop;

some of the more important psychological aspects of professional work. Credit, 3 hours. Porter.

207c. Psychology (Educational). In this course the practical work and problems of the teacher are studied in the light of the findings of modern psychology. Many fundamental questions are raised and their attempted solutions reviewed, special attention being given to the methods and means of psychological and educational investigation ordinarily employed in the solution of such problems. By means of careful readings and practical experiments and exercises the fundamental principles of the learning process and their effective application in the actual teaching situations are impressed upon the student.

By means of case problems that actually have arisen in the classroom, many of the daily questions that occur to puzzle the teacher are given critical study. Credit, 3 hours. Gentry.

208c. The Psychology of Advertising and Selling. The application of psychological principles and experimental methods to the problems of appeals and response in advertising and selling. Analysis and evaluation of the methods and devices of publicity on the basis of the known facts concerning human nature and conduct. Some time will also be devoted to the application of laboratory and statistical technique in the interpretation of class results. In all cases, however, an attempt will be made to study and solve from a psychological viewpoint the practical problems of the individual interested in advertising and selling. Credit, 3 hours. Anderson.

410c. Mental Hygiene. This course is designed for teachers, advisers, social workers, parents and all who daily encounter the mental distress of children and adults who because of unsatisfied inner needs or because they are at odds with their environment are not making a good adjustment. In a word, it deals with people who are thrown out of balance by difficulties which reveal themselves in unhealthy mental traits, unacceptable behavior or inability to cope with social and achievement expectations—yet whose deviations do not place them in the category of abnormal. Contributions are examined, and their findings analyzed and synthesized for the purpose of obtaining an enlightened attitude toward what constitutes mental health, how it may be obtained and kept, from the fields of physiology, psychology, psychiatry, medicine and sociology but chiefly from psychology and psychiatry. Credit, 3 hours. Patrick.

412c. Abnormal Psychology. The nature of mental adjustments made by man to adapt himself in a normal way to the requirements of modern life; the deviations from the normal leading to the maladjustments which must be considered as abnormal; the relation between the mental processes of primitive man, the child, dream-life and mental disease; the theory, application, and limitations of psychoanalysis, the experimental methods giving useful results for the study of abnormal mental processes; applications of the facts of abnormal mental development to individual and social life. Credit, 3 hours. Porter.

415c. Psychology (Social). An intensive study of the social-mental relations between individuals, the mental nature of human social groups and their behavior; a study of the instincts which make for social and individual development. The significance of instincts, of habit formation and reflection

in human social life. The social meaning of individual differences, methods of investigating social behavior, the psychology of moral, social and religious development. Credit, 3 hours. Porter.

419c. Mental Measurements. A careful study of the methods and results of individual and group intelligence tests, of typical performance tests, and other methods used in mental analysis and measurements. Demonstration of the giving of both individual and group intelligence tests and actual testing by the student by both methods if arrangements can possibly be made. Emphasis will be given to the working up of test results and their application to the schools and individual tested. Several recent books and articles from scientific journals will furnish the reading for the course. A fee of \$1.00 is charged for material furnished the student. Credit, 3 hours. Porter.

420c. Mental Measurements. A continuation of course 419 with more attention to thoroughness of analysis of test results. Elementary statistical treatment of findings combined with the study of advanced and more extensive publications in this field, more particularly the working out of a minor problem which if at all possible will grow out of the school or other practical problems with which the student is seriously concerned. Materials fee \$1.00. Credit, 3 hours. Porter.

421c. The Psychology of Personality. This course will undertake to satisfy a growing demand on the part of teachers, business executives and others for a more thorough understanding of the fundamentals of human personality. At the same time it will attempt to point out the most promising applications in the training and development of personality in children, in home and school and in adults in business and social life. Myers' recent book, "The Building of Personality in Children" and Burnham's book, "The Wholesome Personality," will be two of the chief sources used. Credit, 3 hours. Porter.

SOCIOLOGY

201c. Educational Sociology: Introduction. This course is intended to introduce teachers and school administrators to the sociological method of studying and evaluating educational theory and practice. It briefly deals with a discussion of education as a social process conditioned by social groups and institutions, social attitudes and values; the pupil as a person and as a member of various groups; the sociological basis of teaching and classroom organization; the curriculum in terms of social needs; the school in relation to the community. Credit, 2 hours. Jeddelloh.

203c. Principles of Sociology. This course is designed to introduce the student to the fundamental structures and processes of society and culture. Major divisions of the course cover topics such as: the nature of social phenomena, factors conditioning social life, social processes, social structures, collective behavior, social change, social planning, sociology in theory and application. Credit, 3 hours. Jeddelloh.

211c. Introductory Rural Sociology. A study of rural life from the standpoint of the groups in rural society. The composition of the rural population, the farm family, the church, school, recreation agencies, rural government and health agencies will be considered. The fundamental differences

between rural and urban society will be studied as well as the organization of rural society and the relationships between the town and country. Credit, 2 hours. Taylor.

212c. The Rural Life Movement. A consideration of the purposes and activities of agencies which aim at the improvement of rural life, such as the Grange, Farm Bureau Federation, 4H Club, and others. Particular emphasis to be placed upon the study of the rural school and the problems of rural educational sociology are stressed. Credit, 2 hours. Taylor.

SPEECH AND DRAMATIC ART

313c. Teaching Public Speaking. This course is especially adapted for those who are planning to teach Public Speaking. The purpose is two-fold: first, a study of the content of a speech course for beginners, and, second, a suggestion as to the proper presentation in the classroom. A very thorough treatment of speech work will be found in the text books required for this course. Two term papers, several lesson plans, and research work on one speech project will be required. Credit, 3 hours. Staats.

314c. History of Oratory. An advanced course for prospective teachers of speech. The study will be centered about the various periods of history. The orators, their work, and the background furnished by characteristics of the time will be stressed in the survey of each period. In addition to the text book material, several research problems will be assigned. Credit, 3 hours. Staats.

INDEX

	<i>Page</i>		<i>Page</i>
Accounting	13, 14	of Ohio	26
Admission	7	of Oratory	37
Agriculture	10	of Physical Education	32
Algebra	28, 29	Roman	25
American Literature		Home Economics	27
American Poetry	20	Industrial Education	27
American Prose	20	Instrumentation	31
Analytics	28, 29	Investments	14
Application	7	Juvenile Literature	20
Arithmetic	29	Kinesiology	32
Art	10	Labor Relations	15
Bacteriology	11	Latin	27, 28
Biology	11	Literature	
Botany	12	American	21
Business Letter Writing	14	Comparative	22
Calculus	29	English	21
Calendar	3	Marketing	14
Chemistry	11	Mathematics	28
Civic Biology	12	Measurements	
Civil Engineering	12	Educational	17
Classroom Management	17	Mental	36
Club Programs	9	Mechanical Drawing	12
Commerce	13	Methods of Teaching	
Creative Writing	22	Arithmetic	29
Credits	7	Bookkeeping	15
Drawing		Commercial Subjects	14
Mechanical	12, 13	Health	32
Perspective	13	History	24, 26
Economics	15	Industrial Arts	27
Education	16	Language	20, 21
Educational Measurements	17	Physical Education	32
Electrical Engineering	18, 19, 20	Public Speaking	37
English Composition	20	Reading	18
Essay	20	Spelling	21
Literature	21	Modern America, Emergence of	26
Poetry	20	Music	30
Ethics	31	National University Extension Association	8
Evening and Saturday Classes	9	Ohio History	26
Evolution and Heredity	10	Philosophy	31
Examinations	7	Physical Education	32
Exposition, Advanced	21	Physics	19
Faculty	4, 5	Play and Games	32
Fees	8	Poetry	
First Aid	33	American	20
Forestry	10	English	22
General Science	12	Political Science	33, 34
Geography and Geology	23	Postage	8
Geometry	28	Psychology	34-36
German	23	Public Speaking	37
Government	33, 34	Public Utilities	15
Greek	24	Radio	19
Group Extension	8	Refunds	8
Guidance Vocational	17	Religion	31
Harmony	30	Sanitation	11
Health	32, 33	School Administration	17
Heredity	11	Scout Leadership	32
High School Administration	17	Short Story	22
History		Social Supervision	17
American	24-26	Sociology	36
English	25	Spelling	21
European	24	Statistics	30
French	25	Stenography	13
Greek	24	Trigonometry	28
Latin American	26	Wood Finishing	27
of Education	16		
of Music	30		



